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| Booker T Washington Middle School/ Young Audiences of MD  Boots and Bodies PD Workshop • April 29, 2013 | | | | | | | |
| Your Name: Kwame Opare | | | | | Grade 6 - 8 | | |
| School Name: **Booker T Washington Middle School** | | | | | | | |
| Lesson Title: **Boots and Bodies** | | | | | | | |
| **Workshop Summary:** This musical and kinesthetic introduction to arts integration moves and motivates you to integrate the arts every day! This interactive and accessible workshop will develop your understanding of how to reach students through music and dance. Explore music and dance elements such as space, time, and form to make connections to the state curriculum in Math, English Language Arts, Social Studies and Science. Kwame demonstrates skills in Percussion, Call and Response Song, Step Dance and Boot Dance in a way that accommodates all adults – and ultimately student – learners. | | | | | | | |
| **STANDARDS** | **MSDE**  **FINE ARTS** | **Standard 1.0 Dance – Perceiving, Performing and Responding: Aesthetic Education**  Students will demonstrate the ability to perceive, perform and respond to dance.   1. Demonstrate knowledge of how elements of dance are used to communicate meaning. 2. Explain how the elements of dance are used to communicate ideas, thoughts and feelings in movement sequences.   **Standard 1.0 Music – Perceiving and Responding: Aesthetic Education**  Students will demonstrate the ability to perceive, perform and respond to music.   1. Develop awareness of the characteristics of musical sounds and silence and the diversity of sounds in the environment. 2. Identify ABA and call-response musical forms, when present aurally. | | | | | |
| **MSDE ACADEMIC** | **Standard 5.0 Physics-**  Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.   1. Describe the motion of objects using distance traveled, time, direction and speed. 2. Explain that the changes in motion of objects are determined by the mass of an object and the amount (size) of the force applied to it. | | | | | |
| **COMMON CORE** | **ALL SUBJECTS**  Mathematics 4.NF.1 – Explain why a fraction a/b is equivalent to fraction (nxa)/(nxb). | | | | | |
|  |  | **KNOWLEDGE OBJECTIVES**  **(To Know)** | **SKILL**  **OBJECTIVES**  **(To Be Able To Do)** | **FORMATIVE**  **ASSESSMENT** | | **SUMATIVE**  **ASSESSMENT** | **21ST CENTURY SKILLS** |
|  | **Fine Arts** | The elements of dance  The elements of music | Create own call and response songs  Execute movement through rhythms played.  Communicate feelings to an audience through dynamics and tempo. | **Pre-survey –** quick poll of previous knowledge  **Informal assessment** – observation and documentation of small-group and whole- classroom discussion  **Constructed responses** on protocol | | **Evaluation –** quick poll of previous knowledge  **Constructed responses** on exit ticket | • Critical thinking and problem solving  • Collaboration, teamwork, and leadership  • Communication |
| **Physics** | The elements of physics | Use the elements of dance and music to represent fundamental elements of Physics such as time, force, acceleration, speed and velocity |